



Glen Hills Primary School S.M.S.C. Curriculum Map – R.E. with Route to Resilience Links

Year Group	<u>Spiritual</u> The spiritual development of pupils is shown by their: <ul style="list-style-type: none"> ability to be reflective about their own beliefs (religious or otherwise) and perspective on life knowledge of, and respect for, different people's faiths, feelings and values sense of enjoyment and fascination in learning about themselves, others and the world around them use of imagination and creativity in their learning willingness to reflect on their experiences. 	<u>Moral</u> The moral development of pupils is shown by their: <ul style="list-style-type: none"> ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England understanding of the consequences of their behaviour and actions interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. 	<u>Social</u> The social development of pupils is shown by their: <ul style="list-style-type: none"> use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. 	<u>Cultural</u> The cultural development of pupils is shown by their: <ul style="list-style-type: none"> understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
EYFS	Thinking about the wonders of the natural world. Curiosity/Gratitude Expressing a personal response to the natural world. Gratitude/Reasoning Talking about experiences they find interesting, puzzling and wonderful. Reasoning/Friendship/Listening Enjoying visits from people from varying communities and religions (Mrs Variava and Revd Jane) .	Thinking about what people do to mess up the world and how to look after it. Respect/Cooperation Sharing similarities and difference between peoples' special stories and knowing it is right to respect these. Respect	Discussing the importance of friendship and writing messages for someone they care about. Friendship Listening to other children sharing what is special to them and talking about the similarities and differences. Listening/Respect/Friendship	Knowing how different people celebrate. Respect/Friendship Learning about why celebrations such as Wesak, Ramadan, Palm Sunday and Vaisakhi are special for certain people. Respect/Curiosity Learning about special religious stories. Friendship/Respect Meeting people from different communities - Mrs Variava and Revd Jane Respect/Listening

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	Respect/Listening			
Year 1	<p>Walking around the school grounds to identify what God has made.</p> <p>Gratitude</p> <p>Visiting a church.</p> <p>Curiosity/ Respect/Focus</p>	<p>Understanding that people have different viewpoints. Respect</p>	<p>Respecting the values and beliefs of other faiths.</p> <p>Respect</p> <p>Considering the importance of communities and identifying the communities which they belong to.</p> <p>Empathy/Friendship/Co-operation</p> <p>Understanding that religions have similarities as well differences.</p> <p>Respect</p>	<p>Learning about what some Christians believe about Creation and the story of Noah. Respect/Curiosity</p> <p>Finding out about the Christian festivals of harvest and Easter.</p> <p>Gratitude/Curiosity</p> <p>Learning about Diwali.</p> <p>Curiosity</p> <p>Finding out about the importance of Rama and Sita to Hindus.</p> <p>Respect/Curiosity</p>
Year 2	<p>Considering how faith can be shown through art (stained glass windows) and music (hymns for Christians).</p> <p>Curiosity/Respect</p> <p>Children to consider their faith (What do I believe in?)</p> <p>Curiosity</p> <p>Visiting a synagogue.</p> <p>Respect/Listening/Focus/ Curiosity</p>	<p>Recognising that people with different viewpoints must be treated with respect. Respect/ Empathy</p> <p>Learning about the 'Golden Rule' for Christians and considering its impact on the lives of Christians.</p> <p>Reasoning/Curiosity</p>	<p>Respecting the values and beliefs of other faiths.</p> <p>Respect</p> <p>Understanding that religions have many similarities in the way in which festivals are celebrated (Hanukah, Christmas). Respect/Curiosity</p>	<p>Retelling stories from the Bible about significant Christian festivals (Christmas and Easter).</p> <p>Respect/Curiosity/Listening</p> <p>Considering what some Christians may learn from stories from the Bible.</p> <p>Good Thinker/Reasoning</p> <p>Investigating how some Christians show their faith in their lives.</p> <p>Reasoning/Good Thinker/Going The Extra Mile</p> <p>Finding out about key religious artefacts for Jewish people.</p> <p>Good Thinker/Curiosity/Listening</p> <p>Learning about Shabbat and how some Jewish people may celebrate it.</p> <p>Respect/Curiosity/Listening</p> <p>Finding out about Sukkot, Hanukah and Passover and what they mean to Jewish people.</p> <p>Respect/Curiosity/Listening</p> <p>Comparing places of worship for Jews and Christians.</p>

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				Respect/Curiosity
Year 3	<p>Identifying personal role models and understanding that people will have different reasons for selecting their role model.</p> <p>Respect/Empathy Visiting a Gurdwara.</p> <p>Respect/Listening/Focus/Curiosity</p>	<p>Explaining why people with different viewpoints must be treated with respect.</p> <p>Respect/Empathy</p>	<p>Finding out how the church building may be used by Christians (Messy Church, Sunday school, community groups).</p> <p>Good Thinker/Reasoning/ Curiosity Working together to raise funds for a local charity.</p> <p>Co-operation/ Friendship/Empathy/Reasoning Investigating the many similarities (and some differences) in the way in which festivals of Light are celebrated (Diwali, Hanukah, Christmas).</p> <p>Respect/Curiosity Understanding the social importance of the Gurdwara for Sikh people.</p> <p>Good Thinker/Reasoning/Empathy/ Curiosity</p>	<p>Considering how some Christians might show their faith at home.</p> <p>Good Thinker/Reasoning/Empathy/Curiosity Learning about how the bible has inspired people in the way in which they behave (Rosa Parks, Martin Luther King etc.)</p> <p>Respect/Empathy/Curiosity Learning about the founder of Sikhism.</p> <p>Respect/Empathy Investigating which artefacts are important to Sikhs and considering why.</p> <p>Reasoning/Focus/Curiosity/Good Thinker Finding out about Vaisakhi and why it is important to Sikhs.</p> <p>Respect/Curiosity</p>
Year 4	<p>Visiting a Mandir.</p> <p>Respect/Listening/Focus/Curiosity Investigating how Hindus treat birth and death.</p> <p>Resilience/Empathy/Respect Learning about the four aims of life for Hindus and considering if theirs are similar.</p> <p>Respect/Good Thinker</p>	<p>Discussing the Hindu concept of karma.</p> <p>Respect</p>	<p>Understanding and respecting that Hinduism is a way of life not simply a set of beliefs.</p> <p>Empathy Investigating the ways in which Hindus share their faith within a community.</p> <p>Co-operation/Friendship Recognising that different religions view God differently but that they also share some beliefs about God.</p>	<p>Finding out about the key symbols which represent Hinduism.</p> <p>Respect/Curiosity Learning about how some Hindus may show their faith in their home.</p> <p>Respect/Curiosity Understanding that Hinduism is a way of life not simply a set of beliefs.</p> <p>Empathy</p>

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	Considering their view/s about God.		Respect/Curiosity	
Year 5	<p>Visiting a Mosque.</p> <p>Respect/Listening/Focus/Curiosity</p> <p>Considering the 5 Pillars of Islam and how to could relate to my life.</p> <p>Respect/Empathy/Good Thinker/Self-esteem</p> <p>Considering what Christians and Muslims believe about life after death.</p> <p>Resilience/Empathy/Friendship</p> <p>Understanding that not all questions about life after death have 'easy' answers.</p> <p>Resilience/Perseverance/Empathy</p> <p>Thinking about what the children believe about life after death.</p> <p>Resilience/Empathy</p>	<p>Recognising the Pillars of Islam could be considered rules for Muslim people.</p> <p>Good Thinker</p>	<p>Creating a poster to share why a place of worship is so beneficial for the community.</p> <p>Co-operation/Empathy/Good Thinker</p> <p>Considering how Muslim people should be treated in Britain today compared to how they might be treated.</p> <p>Respect/Empathy/Friendship</p>	<p>Finding out about the importance of the Church for Christians.</p> <p>Curiosity</p> <p>Understanding that not all Christians worship in the same way.</p> <p>Respect/Curiosity</p> <p>Investigating the different ways in which Christians worship.</p> <p>Good Thinker/Curiosity/Respect</p> <p>Considering why Christians celebrate Harvest.</p> <p>Gratitude/Empathy</p> <p>Finding out about the importance of the Qu'ran to Muslim people.</p> <p>Respect/Curiosity/Empathy</p> <p>Finding out the importance of Allah and the Prophet Muhammed (PBUH).</p> <p>Respect/Curiosity/Empathy</p>
Year 6	<p>Identifying what beliefs are important to them.</p> <p>Curiosity/Good Thinker</p> <p>Considering their views on and of God.</p> <p>Self-management/Reasoning/Good Thinker</p> <p>Recognising that not all questions have an immediate answer or indeed any answer at all.</p>	<p>Recognising that for Buddhist people Buddha is not a God to be worship but someone to be looked up to in order to live a moral life. Good Thinker/Reasoning</p> <p>Debating issues raised within the units studied.</p> <p>Listening/Focus/Co-</p>	<p>Discussing God and respecting that people may have differing views on God. Listening/Respect/Empathy</p> <p>Understanding that people can have different opinions on a wide range of topics, ideas and concepts.</p> <p>Respect/Empathy/Listening/Resilience</p>	<p>Learning about the key beliefs for Buddhist people.</p> <p>Respect/Curiosity</p> <p>Identifying similarities and differences between Buddhism and other faiths studied.</p> <p>Respect/Curiosity/Good Thinker/Reasoning</p> <p>Retelling the story of Siddhartha and considering the importance of this story for Buddhist people.</p> <p>Respect/Curiosity/Good Thinker/Reasoning</p>

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	<p>Curiosity/Good Thinker/Reasoning Deciding how people might remember you in relation to Jesus' 'I am statements.'</p> <p>Self-esteem/Optimism/Self-management</p>	<p>operation/Reasoning/Self-management/Respect/Perseverance Considering what people of the different faiths studied might do in a range of moral situations.</p> <p>Self-management/Respect/Listening/Reasoning</p>		<p>Finding out about the Eight Fold Path and recognising what this would mean for Buddhist people in the practise of their faith.</p> <p>Respect/Curiosity/Good Thinker/Reasoning Finding out about the importance of statues of Buddha and what their purpose is.</p> <p>Respect/Curiosity/Good Thinker/Reasoning Recognising that Christians believe in the Holy Trinity.</p> <p>Good Thinker/Listening/Focus Understanding the important of Pentecost to Christianity.</p> <p>Curiosity/Respect/Reasoning Understanding that different Christian denominations may believe different things about God and Christianity. Respect/Curiosity/Good Thinker/Reasoning Recognising that Jesus is not always represented in the same way. Reasoning/Curiosity/Good Thinker</p>
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